

# NC Teacher Evaluation Process Sample-Evidence

## **KEY:**

Standards

Elements

| Levels and Descriptors

Sample Evidence

## **Standard 1: Teacher Demonstrates Leadership**

### **Element A: Teachers lead in their classrooms**

#### Developing:

- Understands how they contribute to students graduating from high school
- Uses data to understand the skills and abilities of students

This teacher achieves this rating by

Reviews Benchmark data

Classroom is decorated with College Paraphernalia

Teacher maintains data notebooks

Clarifying how passing to the next grade is necessary to complete high school.

Explaining how mastery of this unit relates to passing to the next grade

Telling students how mastery of this lesson relates to mastering the entire unit

Analyzing student scores on previous homework

Comparing student work with previous student projects

Considering student scores on previous tests or quizzes

Linking this lesson to previous lessons

Referring to previous assessments of student progress

Using classroom data notebooks listing learning styles for each student

Identifying subgroups such as EC, ESL, AIG, etc.

#### Proficient:

- Takes responsibility for the progress of students to ensure that they graduate from high school
- Provides evidence of data driven instruction throughout all classroom activities
- Establishes a safe and orderly classroom

Explaining that knowing how to do this activity is important

Communicating to students that “We need to master this concept to succeed.”

Offering to let students come for help on this lesson

Differentiating instruction by grouping and individualizing instruction

Referring to benchmark test scores

Referring to how well and to what extent students mastered previous Lessons

Using pacing guides

Using the North Carolina Standard Course of Study (NCSCOS)

Circulating constantly among students

Posting class rules

Rewarding good behavior

Stopping inappropriate behavior

Teaching students classroom rules for administrative matters, talking, and movement

Requiring student-led conferences, as appropriate

Using disaggregated test data such as benchmark tests, common assessments, K-2 assessments, EOG's, or EOC's to drive instruction

Utilizes technology in classroom

Utilizes benchmark data to refine and inform instruction

Uses data to inform and modify instruction

Students participate in job awareness centers

#### Accomplished:

- Communicates to students the vision of being prepared for life in the 21<sup>st</sup> Century
- Evaluates student progress using a variety of assessment data
- Creates a classroom culture that empowers students to collaborate

Leading discussion about current events

Making regular references to how the world is changing

Referring to current events during class

Using and encouraging students to use technology

Asking for verbal responses

Asking for written responses

Asking students to respond with hand signals

Providing rubrics for assignments

Assigning students in groups for some assignments

Creates student groupings based on differentiation of skills and abilities

Assigning students in pairs for some assignments

Establishing procedures for student-to-student interactions

Requiring the whole class to collaborate on some assignments

Using benchmark tests, common assessments, K-2 assessments, EOG's, or EOC's to set academic goals for students

Guest speakers are invited to class to discuss careers

Students lead parent conferences

Students maintain their data notebooks

#### Distinguished:

- Encourages students to take responsibility for their own learning
- Uses classroom assessment data to inform program planning
- Empowers and encourages students to create and maintain a safe and supportive school community environment

Participating on committees reviewing pacing guides/benchmarks

Referring to previous student progress when planning lessons

Sharing assessments of student progress with support services personnel

Encouraging students to support one another inside and outside the classroom

Explaining to students that safety rules extend beyond the classroom

Rewarding appropriate student behavior

Encouraging every student to lead group work

Establishing grading procedures for checking every student's work

Keeping vigilant, accurate records of every student's progress

Requiring every student to participate during class discussion

Requiring students to play different roles during cooperative work

Utilizes peer mediation as a form of discipline in classroom

Use data to effect school programs

Students create their own rubrics

Students facilitate lessons for other students

## **Standard1: Teachers Demonstrates Leadership**

### **Element B: Teachers demonstrate leadership in the school**

Developing:

- Attends professional learning community meetings
- Displays awareness of the goals of the school improvement plan

Attending faculty meetings

Attending grade level/team/department meetings

Attending school improvement team (SIT) meetings

Designing lessons aligned to SIT goals

Emphasizing SIT goals to students

Attends PLC meetings but does not contribute

Understands Goals of SIT but does not implement strategies to support goals

Proficient:

- Participates in professional learning community
- Participates in developing and/or implementing the school improvement plan

Serving on a curriculum committee

Serving on the SIT team

Taking a leadership role at grade level/team/department meetings

Attending optional professional learning activities

Volunteering to participate in new initiatives

Setting professional goals based on the SIT plan

Works collaboratively with peers on lesson plans

Positively participates in PLC meetings

Positively participates in and implements staff development related to SIT goals

Accomplished:

- Assumes a leadership role in the professional learning community
- Collaborates with school personnel on school improvement activities

Leading grade level/team/department meetings

Making presentations to the faculty

Presenting professional developments topics to other teachers

Initiating proposals to adjust SIT goals

Participating on committees charged with adjusting SIT goals

Serving on committees charged with assisting in hiring new personnel

Participates in SIT meetings and shares what is learned with other staff

Brings ideas and data to PLC meetings for discussion

Helps organize and host school family nights

**Distinguished:**

- Collaborates with colleagues to improve the quality of learning in the school
- Assumes a leadership role in implementing school improvement plan throughout the building

Identifying instructional problems on grade level/team/department level

Suggesting solutions to problems across grade level/team/department

Identifying instructional problems that transcend grade level/team/department

Leading SIT discussions

Serving as chairperson of a SIT committee

Suggesting instructional improvements across grade level/team/departments

Assisting in developing the school budget

Effectively using and sharing researched best practices with others

Works collaboratively with fellow subject teachers as well as EC to create lessons

Leads staff development at school

Takes leadership role in helping all teachers meet SIP goals.

## **Standard 1: Teachers Demonstrate Leadership**

### **Element C: Teachers lead the teaching profession**

**Developing:**

- Has knowledge of opportunities and the need for professional growth and begins to establish relationships with colleagues

Participating in work group meetings

Reviewing upcoming professional development activities

Talking regularly with at least one trusted peer

Attends PTA meetings

Attends PLC meetings

Joins Professional Teaching Organization

#### Proficient:

- Improvement of the profession through professional growth
- Establishment of positive working relationships
- School's decision-making processes as required

Attending professional development appropriate to subject/grade

Starting new research-based initiatives

Using knowledge and skills acquired from professional development

Being willing to ask peers for help

Sharing effective practice with peers

Sharing in work group tasks

Seeks professional growth through pursuit of graduate degree

Volunteering to help peers when appropriate

Following the chain of command when problems arise

Participating in work group, faculty, or SIT meetings

Suggesting solutions for campus dilemmas

Utilizing school and/or district resources such as media specialists, EC, or ESL teachers, etc.

Identifying her/his strengths and weaknesses in order to set professional growth plans

Joining a professional organization

Positively participates in PLC meetings



Positively participates in SIT meetings

Accomplished:

- Promotes positive working relationships through professional growth activities and collaboration

Asking peers who attend professional development to share what they learned

Sharing new concepts and skills acquired during professional development

Team-teaching with a peer

Serving as a morale-builder in throughout the school and district

Working in PLC's in a positive manner to promote collaboration and professional growth

Plans collaboratively with fellow teachers

Plans collaboratively with EC department

Provides and/or promotes prof. growth activities for all staff

Distinguished:

- Seeks opportunities to lead professional growth activities and decision-making processes

Completing training via a train-the-trainer model

Leading grade level/team/department meetings

Leading SIT meetings or projects

Volunteering to present new skills/concepts to the faculty

Leading professional development activities at the school, district, state, or national level

Holds a lead position in a professional organization

Participates on a state or district committee

## **Standard 1: Teachers Demonstrate Leadership**

### **Element D: Teachers advocate for schools and students**

#### Not Demonstrated:

Failing to attend work group, SIT, faculty meetings

Failing to contact parents of poor performing students

#### Developing:

- Knows about the policies and practices affecting student learning

Attending professional development activities locally

Reading the appropriate section of the NCSCOS

Studying professional journals appropriate to the subject taught

Attending IEP meetings for EC students

Has copies of student and staff handbooks easily available

Can identify policies & procedures that effect student learning

#### Proficient:

- Supports positive change in policies and practices affecting student learning

Asking peers about new skills peers are using

Observing peers who use new techniques and skills

Using new skills and knowledge effectively in class

Making decisions based on fact such as research, data, or student needs as opposed to making decisions based merely on pre-conceived notions

Positively implements new policies and procedures

Reminds & encourages colleagues to follow new policies & procedures

Accomplished:

- Participates in developing policies and practices to improve student Learning

Identifying specific issues the faculty needs to address

Proposing possible improvements for instructional dilemmas

Serving on policy committees

Distinguished:

- Actively participates, promotes, and provides strong supporting evidence for implementation of initiatives to improve education

Encouraging peers to use new practices or policies

Promoting new initiatives/policies to peers, students, or parents

Identifies the need for a change in policy or procedure; helps to write, implement and assess changes

## **Standard 1: Teachers Demonstrate Leadership**

### **Element E: Teachers demonstrate high ethical standards**

Not Demonstrated:

Failing to recognize violations of the Code of Ethics

Failing to respond to ethical violations by peers

Developing:

- Understands the importance of ethical behavior as outlined in the *Code Of Ethics for North Carolina Educators* and the *Standards for Professional Conduct*

Posting a copy of the Code of Ethics

Reading the Code of Ethics

Can state reasons why code of conduct and ethics is important for teachers

Proficient:

- Demonstrates ethical behavior through adherence to the *Code of Ethics For North Carolina Educators* and the *Standards for Professional Conduct*

Adjusting techniques and procedures to resolve ethical problems

Advocating to students regarding ethical standards

Asking peers about apparent ethical dilemmas

Modeling proper ethical behavior to others

Maintains a confidential & respectful attitude w/ colleagues

Maintains appropriate relationships w/ students

Accomplished:

- Knows and upholds the *Code of Ethics for North Carolina Educators* and the *Standards for Professional Conduct*

Confronting peers who flaunt ethical standards

Explaining ethical issues to students

Sharing innovative approaches for resolving potential conflicts of interest

Reports violations of code of ethics and standards for professional conduct

Distinguished:

- Models the tenets of the *Code of Ethics for North Carolina Educators* and the *Standards for Professional Conduct*

Discussing ethical issues with teachers from other work groups

Explaining ethical standards to students and parents

Initiating discussions with administrators regarding ethical dilemmas that affect the local school community

Initiating discussions about ethics at work group meetings

Teaches and reminds others of the elements of the code of ethics and standards for professional conduct

**Standard 2: Teachers establish a respectful environment for a diverse population of students**

**Element A: Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults**

Not Demonstrated:

- Appreciates and understands the need to establish nurturing relationships

Avoiding communicating with parents

Failing to nurture students

Allowing students to humiliate other students

Playing favorites among students in class

Allowing negative behavior to disrupt classroom environment

Failing to include some students in activities

Failing to show respect to students

Showing hostility to students

Allowing students to be disrespectful towards each other

Using discipline as a way to demean and belittle students

Developing:

- Appreciates and understands the need to establish nurturing relationships

Talks about the need for positive relationships with students

Communicating student successes to parents

Modeling good manners and respect for students

Rewarding good student behavior

Sharing resources with peers

Stopping inappropriate behavior

Explaining to students what may be expected of the teacher

Explaining to students what the teacher's expectations are

Explaining to students what students may expect of other students

Posting policies and procedures

**Proficient:**

- Establishes an inviting, respectful, inclusive, flexible, and supportive learning environment

Addresses students with kindness and respect

Students are happy and well adjusted in classroom environment

Emphasizing successful team achievements

Encouraging all students to participate in discussion

Encouraging students to answer even if they're not completely certain

Establishing respectful classroom procedures

Modeling reasonable flexibility when making assignments

Rewarding students who support peers

Accepting student work products that reflect a different ethnic background or religious affiliation

Establishing effective class rules

Including all students in class activities

Posting current student work

Requiring students to treat each other with respect

Treating all students with respect

Using interventions to limit and positively impact referrals and missed days for students

Attending school-related activities to support students

### Accomplished:

- Maintains a positive and nurturing learning environment

Utilizes PBS system

Consistently maintains a positive environment throughout the year.

Asking for student feedback about classroom climate

Consistently applying respectful classroom procedures

Modeling nurturing in class

Modeling optimism

Enforcing classroom rules fairly and consistently

Rewarding success

Selecting materials that contradict stereotypes

Selecting materials that include the contributions of other cultures

Using various forms of sustaining feedback so students experience success

### Distinguished:

- Encourages and advises others to provide a nurturing and positive learning environment for all students

Conducts staff development on PBS

Volunteered to serve as a test classroom for PBS

Discussing effective techniques with inclusion personnel

Praising peers who show special success with certain techniques or skills

Tactfully confronting peers who use negative techniques to humiliate students

Creating student groups that reflect diversity

Giving all students a chance to lead or succeed

Facilitating PLC's, Focus Teams, or staff development

Requiring students to treat each other with respect

## **Standard 2: Teachers establish a respectful environment for a diverse population of students**

### **Element B: Teachers embrace diversity in the school community and the world**

#### Not Demonstrated:

- Acknowledges that diverse cultures impact the world
- Demonstrates awareness of the diversity of students in the classroom

Failing to refer to females, foreigners, other countries, etc.

Consistently ignoring certain students

Allowing negative statements in class about a person/group based on race, ethnicity, or culture

Failing to use instructional materials that reflect diversity

Showing insensitivity to classroom diversity

Using racist terms or statements which could be construed as racist

#### Developing:

- Acknowledges that diverse cultures impact the world
- Demonstrates awareness of the diversity of students in the classroom

Can state various types of diversity represented by the students in the classroom

Brings up issues of diverse cultures in PLC or staff meetings

Mentioning ESL cultures in this community

Mentioning events in other countries or cultures

Mentioning various cultures in this country

Encouraging every student to participate in class discussion

Grouping students heterogeneously when appropriate

Using multiple criteria to group students in several ways



Drawing current events from diverse parts of the world

Recognizing the contributions of diverse cultures

Selecting materials that reflect diverse cultures

Accepting the values and traditions of all students

Posting or displaying artifacts that celebrate different cultures

Mentioning cultural events or holidays celebrated by various cultures

#### Proficient:

- Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues
- Acknowledges the influence of race, ethnicity, gender, religion, socio-economics, and culture on a student's development and attitudes

Lesson plans reflect acknowledgement of various diverse cultures

Classroom is decorated with posters and student work that reflects the diverse cultures of the classroom

Explaining how cultures interact to shape world events

Using current world events to illustrate how other cultures affect the US

Consistently including other countries and cultures in class discussions

Displaying student work that reflects diverse cultures

Promoting tolerance in the classroom

Displaying work that reflects diverse cultures on bulletin boards

Using instructional materials that reflect diverse cultures and their history

Accepting student work products that reflect their background

Being sensitive to activities that a student's background may prohibit

### Accomplished:

- Uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures
- Consistently incorporates different points of view in instruction

Leads class seminars that discuss issues of race, class, and gender

Seeks outside sources that focus on diversity to supplement the curriculum

Using alternatives to typical stereotypes on a consistent basis

Using examples of different gender, race, and ethnicity in various roles

Consistently using varying role models in class discussions

Ensuring that both genders and all ethnic groups' opinions are included in class

Leading discussions speculating on what careers might be most likely for students

Selecting materials that reflect the successes of diverse cultures

Selecting materials that show people in non-stereotypical roles

Presenting opposing points of view without value judgment

Using materials from diverse points of view

Allowing students to make some choices in their assignments

### Distinguished:

- Promotes a deep understanding of cultures through the integration of culturally sensitive materials and ideas throughout the curriculum
- Capitalizes on diversity as an asset in the classroom

Conducts staff development on diversity awareness

Initiates and leads a diversity day/night at the school

Imbedding details about global issues and events in classroom discussion

Posting photographs of individuals from other cultures around the classroom

Routinely including information about other cultures in lessons

Encouraging students to become experts on other cultures

Encouraging students to bring information about other cultures during classroom discussion

Encouraging students to explore their own family origins

Recognizing and praising students when they display special talents

Making assignments that require in-depth study of various cultures

Using materials from diverse cultures

Using guest speakers who reflect diverse cultures

Grouping students so they work with students from different backgrounds

Using students from diverse cultures to share their experiences and culture

## **Standard 2: Teachers establish a respectful environment for a diverse population of students**

### **Element C: Teachers treat students as individuals**

#### Not Demonstrated:

- Holds high expectations of students

Failing to engage every student on a regular basis

Failing to hold all students to high standards

Failing to involve some students in activities

Failing to require higher order thinking skills

Failing to use rigorous instructional materials

Identifying and relating to students by stereotypes

#### Developing:

- Holds high expectations of students

Using procedures allowing students to correct mistakes

Planning lessons that challenge all students

Requiring students to give their best efforts on every assignment

Giving honest and constructive feedback to students

Selecting instructional materials that are rigorous

Using teaching strategies that require students to use higher order thinking skills

Class academic and behavior goals posted on wall

Student products reflect all students are given the same assignment & directions for completion

#### Proficient:

- Communicates high expectations for all students

Allowing students extra time to complete assignments

Explaining how success requires determination

Posting rubrics on assignments that encourage all students to achieve mastery

Assigning work to all students that is at least at grade level and requires higher order thinking skills

Encouraging students to take more rigorous courses

Returning work that is not up to expectations until it meets standards

Telling students that you will not accept anything less than their best

Following the school's policy for make-up work

Differentiates instruction at all times

Utilizes rubrics for grading

Student work products are varied in style and academic level

#### Accomplished:

- Encourages and values contributions of students, regardless of background or ability

Encouraging and praising comments from every student

Establishing procedures for group work that rewards contributions from each student

Calling on every student in class

Displaying work from every student

Tailoring questions to students so they can experience success

Pre-teaches lessons so all students can make positive contributions to whole class lesson

**Distinguished:**

- Helps students hold high expectations for themselves and their peers

Using classroom procedures that reward consistent effort

Insisting that students strive to do their best work

Modeling how to sustain high expectations for one's self

Giving students honest and constructive feedback

Rejecting work that is not at the highest level the student can produce

Providing challenging, rigorous work for all students

Creating rubrics to help students measure their progress

Helping students create events and projects and partner with community events

Requiring that students treat each other with respect

Students maintain "dream journals" where they record their aspirations and future goals

Encourages peer mediation in class disputes

Student created rubrics are used in class

## **Standard 2: Teachers establish a respectful environment for a diverse population of students**

### **Element D: Teachers adapt their teaching for the benefit of students with special needs**

#### Not Demonstrated:

- Recognizes that students have a variety of learning needs
- Is knowledgeable of effective practices for students with special needs

Relying on whole group instruction all the time

Failing to modify lessons for special needs students

Failure to differentiate instruction

Failing to follow IEP's

Failing to involve inclusion teachers in instruction

Segregating special needs students from the rest of the class

Ignoring students with special needs

#### Developing:

- Recognizing that students have a variety of learning needs
- Is knowledgeable of effective practices for students with special needs

Differentiating instruction

Using a variety of instructional modes...visual, auditory, tactile, etc.

Using heterogeneous groups

Adapting lessons for students with special needs

Encouraging students to use instructional aids

Providing copies of teacher notes to special needs students

Circulating regularly to monitor student performance

Grouping and regrouping students based on specific learning needs

Having a variety of instructional materials available

Using a variety of teaching strategies

Using strategies that address a variety of learning styles

Working with individual students during whole class/group instruction

Following IEP modifications

Using teaching strategies and materials appropriate for students with special needs

Demonstrating knowledge about IEP's and 504 plans

Attends staff development related to the needs of EC students

#### Proficient:

- Collaborates with specialists who can support the special learning needs of students
- Provides unique learning opportunities such as inclusion and research-based effective practices for students with special needs

Ensuring that special needs students leave for resource personnel on schedule

Collaborating seamlessly with inclusion personnel

Modifying instruction to comply with IEP's

Having a specialist observe the class

Using materials and teaching strategies supplied by specialists

Working with the inclusion teacher in the classroom

Co-teaching with an inclusion teacher

Using teaching strategies/materials from the student's IEP

Effectively differentiates instruction for various learning styles and intelligence

#### Accomplished:

- Understands the roles of and collaborates with the full range of support specialists to help meet the needs of all students
- Effectively engages special needs students in learning activities and ensures their unique learning needs are met

Communicating with support services personnel about student progress

Inviting support services personnel to observe students in class

Sending students to resource personnel on schedule

Differentiating instruction to a greater degree than specified in the IEP

Engaging special needs students in activities where they have reasonable chance for success

Ensuring appropriate use of instructional aids

Using materials provided by support specialists in the classroom

Following IEP requirements of special needs students

Including special needs students in learning activities

Providing special needs students opportunities to lead activities

Participates in Student Support Team

Works across grade level to meet all of the student's needs

Special needs students are always actively engaged in rigorous & relevant activities

#### Distinguished:

- Anticipates the unique learning needs of students and solicits assistance from within and outside the school to address those needs
- Adapts instruction for the benefit of students with special needs and helps colleagues do the same for their students

Assessing student progress regularly

Consulting regularly with support service personnel

Researching community resources for special needs students

Consulting with previous teachers of special needs students

Consulting with subsequent teachers of special needs students

Sharing successful lesson modifications with peers

Assessing students' strengths and weaknesses using a variety of strategies



Inviting specialists to observe class

Using pretests to assess students' current level of performance

Following modifications on students' IEP's

Sharing effective teaching strategies with colleagues

Teacher's classroom is a model classroom for inclusion instruction

Provides professional dev to other staff on effective differentiation

## **Standard 2: Teachers establish a respectful environment for a diverse population of students**

### **Element E: Teachers work collaboratively with the families and significant adults in the lives of their students**

#### Not Demonstrated:

- Responds to family and community concerns

Skipping or mishandling meetings with concerned parents

Publically criticizing students, colleagues, administrators, or parents

Failing to attend PTA meetings, student performances, athletic events

Failing to interact with the community in an ethical, open, honest manner

Failing to meet with parents

Failing to reach out to parents

Failing to respond to phone calls/emails promptly or at all

Failing to show respect and civility to parents

Providing inadequate, little, or no feedback to parents

Developing:

- Responds to family and community concerns

Addressing community problems that intrude into the classroom

Contacting parents about problems at school

Attending meetings with parents

Responding promptly and effectively to phone calls/emails

Providing regular progress reports

Maintains open communication with parents

Maintains a parent/teacher communication log

Proficient:

- Communicates and collaborates with the home and community for the benefit of students

Exploring the local community for resources to help students

Initiating meetings with parents to address student problems

Attending PTA meetings, student performances, athletic events

Calling/emailing parents about student progress

Providing feedback to parents via outlines of work to be completed, progress reports, etc.

Sends home weekly progress reports

Creates monthly newsletter to inform parents of class/school events

Accomplished:

- Recognizes obstacles to family and community participation and conscientiously seeks solutions to overcome them

Identifying roadblocks to parent/community involvement in school

Suggesting new, innovative solutions using community resources

Actively seeking out parents who do not contact school

Communicating with non-English-speaking parents

Holding meetings with parents at times and places convenient to parents

Making phone number, email address, etc. available to parents

Providing feedback in parents' native tongue

Participating in community events

Making home visits

Collaborates with counselors, EC, and/or social workers to aid struggling families

Finds alternative ways to meet w/ parents who are unable to come to the school

#### Distinguished:

- Promotes trust and understanding throughout the school community

Praising effective colleagues to students, faculty, and parents

Recognizing exemplary student behavior

Modeling ethical, open, and honest behavior in all interactions with school and community

Safeguarding confidential information

Speaking well of students, colleagues, administrators, and parents

Initiates service learning opportunities in his/her classroom

Participates regularly in school events after school hours

### **Standard 3: Teachers know the content they teach**

#### **Element A: Teachers align their instruction with the North Carolina Course of Study**

#### Not Demonstrated:

- Demonstrates an awareness of the North Carolina Standard Course of Study and references it in preparation of lesson plans
- Elementary: Begins to integrate strategies within the content areas
- Secondary: Recognizes the importance of integrating literacy strategies within

The content areas

Failing to utilize the NCSCOS

Setting instruction requiring low level content and few thinking skills

Failing to modify instruction based on student needs

Failing to incorporate literacy strategies

Failing to use multiple sources for instruction

Developing:

- Demonstrates an awareness of the North Carolina Standard Course of Study and references it in the preparation of lesson plans
- Elementary: Begins to integrate strategies within the content areas
- Secondary: Recognizes the importance of integrating literacy strategies within the content areas

Maintaining a copy of the North Carolina Course of Study in the classroom

Explaining to students how their work helps them meet North Carolina Standards

Developing lesson plans that are clear, logical and 'sequential aligned' with the NCSCOS

Posting daily objectives and referencing the NCSCOS

Planning lessons throughout the curriculum with literacy skills in mind

Modeling and explicitly teaching and demonstrating comprehension skills

Displaying posters of content area literacy skills

Having students new information in their own words

Proficient:

- Understands the North Carolina Course of Study, uses it in preparation of lesson plans and applies strategies to make the curriculum rigorous and relevant
- Elementary: Integrates effective literacy instruction throughout the curriculum
- Secondary: Incorporate a wide variety of literacy skills within content areas to enhance learning

Presenting lessons that require students to use higher order thinking skills

Applying the NCCOS effectively by incorporating 21<sup>st</sup> century tools

Relating learning activities to real life applications

Asking for main idea, fact/opinion, point of view

Monitoring comprehension of written, spoken and read text

Referring to displayed posters of content area literacy skills during lesson

Making learning goals and objectives clear and explicit to students

Using strategies that draw on students' prior knowledge

Presenting content in diagrams, charts and maps

Requiring students to support conclusions

Uses the SCOS for foundation of lesson & develops the lesson w/ rigor and relevance

Teaches literacy skills across subjects

#### Accomplished:

- Develops and applies strategies based on the North Carolina Course of Study and standards developed by professional organizations to make the curriculum balanced, rigorous, and relevant
- Elementary: Evaluates and reflects upon the effectiveness of literacy instruction
- Secondary: Evaluates and reflects upon the effectiveness of literacy instruction within content areas

Providing opportunities for reasoning, logic, analysis, and synthesis when planning lessons

Framing NCSCOS around essential learning skills

Using resources recognized by professional organizations

Evaluating reading, writing listening, speaking and other presentation skills

Evaluating student work products for comprehension

Giving students prompt and effective feedback to help improve literacy skills

Using all data to assess, drive, and direct literacy instruction

Using evaluation rubrics for content area and integrated literacy skills

Using sources that represents multiple points of view

Inclusion of higher order thinking skills in all activities

Evaluates students literacy skills in all subject areas

Distinguished:

- Assists colleagues in applying such strategies in their classrooms
- Elementary: Makes necessary changes to instructional practice to improve student learning
- Secondary: Makes necessary changes to instructional practices to improve student learning

Being recognized as a leader by colleagues

Sharing teaching strategies and materials with colleagues

Sharing strategies in grade, team, or department meetings

Helping colleagues with lesson plans applying NCSCOS

Applying teaching strategies that address different learning styles

Regrouping students for re-teaching based on parts of instruction not mastered

Providing students and parents with multiple and varied formative and summative assessments

Customizing and developing lessons with related literacy focused activities that address diversity

### **Standard 3: Teachers know the content they teach**

#### **Element B: Teachers know the content appropriate to their teaching specialty**

Not Demonstrated:

- Demonstrates a basic level of content knowledge in the teaching specialty to which assigned

Providing inaccurate information to students

Presenting outdated instructional materials

Failing to demonstrate basic content knowledge

Developing:

- Demonstrates a basic level of content knowledge in the teaching specialty to which assigned

Knowing the content that supports the NCSCOS

Drawing content from recognized sources

Presenting information that is accurate

Explaining learning goals, instructional procedures and content accurately

Attends professional development related to content area

Proficient:

- Demonstrates an appropriate level of content knowledge in the teaching specialty to which assigned

Teaching content in a variety of ways

Answering general student questions about topic being taught

Using multiple resources to give accurate responses to student questions

Assessing students formally and informally to modify instruction

Grouping students to modify instruction as needed

Organizing curricular materials to facilitate instruction around central themes

Pacing instruction to optimize effective learning

Uses multiple questioning techniques for student inquiry

Seeking an advanced degree in content area

Accomplished:

- Applies knowledge of subject beyond the content in assigned teaching specialty. Motivates students to investigate the content area to expand their knowledge and satisfy their natural curiosity.

Integrating the content of subject areas with other disciplines

Motivating students to investigate the content area to expand their knowledge

Using multiple questioning techniques for student inquiry

Offering students the opportunity to do research in the content area

Disaggregating data to create purposeful lessons and assignments

Adjusts lessons to accommodate student interests

Distinguished:

- Extends knowledge of subject beyond content in their teaching specialty and sparks students curiosity for learning beyond the required course work

Engaging students in activities which use 21<sup>st</sup> century skills

Developing lessons where students take responsibility for their own learning and researching topics related to the content

Integrating the content of subject areas with other disciplines

Providing simulated learning experiences using relevant activities

Assisting colleagues with developing more in-depth lessons

Creates and teaches an interdisciplinary unit with teachers from other subject areas

Provides opportunities for extended assignments and projects outside the content area

### **Standard 3: Teachers know the content they teach**

#### **Element C: Teachers recognize the interconnectedness of content area/discipline**

Not Demonstrated:

- Understands the links between grade/subject and the NCSCOS
- Displays global awareness

Failing to link present learning to future lessons

Failing to note links between this subject and other content areas

Failing to link present learning to past lessons



Failing to link subject/grade to the NCSCOS

Failing to reference global issues

Developing:

- Understands the links between grade/subject and the NCSCOS
- Displays global awareness

Explaining to students how their work helps them understand the NCSCOS

Posting objectives that tie instruction to NCSCOS

Integrating instruction across disciplines

Discussing global issues accurately

Using current events to enhance instruction

Framing instruction with a world view in mind

Evidence of community and world connections seen in the classroom

Proficient:

- Demonstrates knowledge of links between grade/subject and the NCSCOS
- Promotes global awareness and its relevance to the subjects

Using variety of sources and instructional strategies to address NCSCOS

Explaining how current learning relates to previous lessons and also to future lessons

Locating and using multiple resources to expand subject

Presenting other country's perspectives to approach an issue

Relating learning to global events

Expressing the diverse viewpoints of different cultures, religions and lifestyles

Using VIF as guest speakers to address specific areas of the curriculum

Demonstrating sensitivity to differences in ability, social and cultural backgrounds

Leading quality discussions

Makes learning relevant to students' lives

Incorporates current events into instruction

References impact of material outside of local area

#### Accomplished:

- Demonstrates knowledge of links and vertical assignment of the grade or subject area and the NCSCOS
- Integrates global awareness activities throughout lesson plans and instructional practices

Explaining how learning in one content area is related to other content areas

Using pre-testing to assess past learning

Evaluating students achievement of objectives from other disciplines

Planning integrated instruction across disciplines

Working with colleagues to develop strategies

Addressing global issues regularly

Using current events regularly

Using on-line sources to address global issues

Eliciting critical thinking and problem solving to relate lesson to global issues

Using simulations incorporating global events

Participates in across grade level vertical alignment planning

Lesson planning reflects deliberate connection to global information and impact

#### Distinguished:

- Collaborates with teachers from other grades or subject areas
- Promotes global awareness and its relevance to all faculty members, influencing curriculum and teaching practices throughout the school

Creating lesson plans with specific references to the grades/subject areas

Using team teaching in related lessons

Speaking for integrating curriculum in School Improvement Team meetings

Planning staff development on integrating curriculum

Demonstrating and leading discussions among peers

Arranging for peer observations

Arranging staff development opportunities for other staff

Advancing ways to incorporate global awareness in grade/team meetings

Working collaboratively with other staff in planning and implementing global awareness activities

Creates and teaches an interdisciplinary unit with teachers from other subject areas

Teaches other staff how to effectively integrate global awareness into classrooms

### **Standard 3: Teachers know the content they teach**

#### **Element D: Teachers make instruction relevant to students**

##### Not Demonstrated:

- Identifies relationships between the NCSCOS and life in the 21<sup>st</sup> Century

Failing to relate core content to 21<sup>st</sup> Century skills

Failing to relate NCSCOS objectives to 21<sup>st</sup> Century themes

##### Developing:

- Identifies relationships between the NCSCOS and life in the 21<sup>st</sup> Century

Relating NCSCOS to real life situations

Using multimedia resources to enhance instruction

Eliciting student input about how the subject relates to 21<sup>st</sup> century life

Promoting the understanding of local and global implications of civic decisions

Using different websites that link the NCSCOS to 21<sup>st</sup> century

Teaching students the value of working appropriately and productively with others

Identifies 21<sup>st</sup> century skills through the SCOS

**Proficient:**

- Identifies relationships between the core content and 21<sup>st</sup> century content

Creating work for students that requires application of core content with 21<sup>st</sup> century

Relating core content to real life situations

Explaining lesson relevance

Having students share related current events

Promoting participation in civic life by knowing how to stay informed in government issues

Makes learning relevant to students' lives

Uses 21<sup>st</sup> century skills to learn core content

**Accomplished:**

- Integrates core content and 21<sup>st</sup> century content throughout lesson plans and classroom instructional practices

Evaluating student progress using written, oral and multi-media presentations

Giving all students opportunities to be leaders in group work

Presenting instruction at higher order thinking skills levels

Setting high expectations for student achievement

Developing and implementing rubrics for scoring quality of open-ended debates

Engaging students in activities which explicitly require them to adapt to unusual situations

Engaging students in activity which requires students to use and develop people skills

Engaging students in group activities which value and require personal productivity

Giving individual students specific feedback on 21<sup>st</sup> Century skills

Having students use current technology to research and present analysis

Using classroom simulations to integrate content and develop ethical practices

Using inquiry methods to get students to research real world 21<sup>st</sup> Century issues

Adapting relevant learning experiences that incorporate digital tools/resources

Lesson plans reflect deliberate use of 21<sup>st</sup> century material in every lesson

Student products regularly reflect use of 21<sup>st</sup> century skills

#### Distinguished:

- Deepens students' understanding of 21<sup>st</sup> century skills and helps them make their own connections and develop new skills

Demanding both personal and academic honesty

Encouraging students to ask questions

Putting students in new situations that require new solutions

Requiring students to take responsibility for their own learning

Developing role plays for researching and using higher order thinking skills

Having students defend decisions for open-ended real-world questions

Developing rubrics for evaluating personal responsibility

Giving feedback on accountability, ethical decision making, leadership, people skills, personal productivity, personal responsibility, self-direction, social responsibility

Having student teams compete to develop best realistic approach to solve problems

Having student teams design competing legislation to solve problems

Having students use current technology to do research and defend decisions

Using an organized and comprehensive system for evaluating 21<sup>st</sup> century skills

Using student teams in simulations to decide controversial real-world issues

Using actual court cases, political debates, legislative actions to enhance instruction

Students self-select projects emphasizing 21<sup>st</sup> century skills

#### **Standard 4: Teachers facilitate learning for their students**

**Element A: Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual physical, social, and emotional development of their students.**

Not Demonstrated:

- Understands developmental levels of students and recognizes the need to differentiate instruction

Teaching to the whole class exclusively, without modifications of any sort

Developing:

- Understands developmental levels of students and recognizes the need to differentiate instruction

Attending workshops on differentiated instruction

Teaching about cultural effects on learning without differentiating

Acknowledging that language proficiency affects learning without routinely differentiating instruction

Acknowledging that emotional, intellectual, and physical development affect learning with differentiating effects

Engaging students in activities requiring higher-level thinking skills occasionally

Conducting instruction at differential levels occasionally

Indicates various learning styles/intelligences on lesson plans

Proficient:

- Understands developmental levels of students and appropriately differentiates instruction
- Assesses resources needed to address strengths and weaknesses of students

Sharing lesson plans with other teachers, including differentiated instructions

Using current best practices resources to differentiate instruction

Differentiating instruction according to students level and needs

Grouping students for activities as respective to levels and academic development

Engaging student in activities to develop higher level thinking skills

Teaching lessons for multiple levels routinely.

Maintaining and using “in class” library of differentiated parallel resources

Using multi-grade level materials to meet students needs

Organizing instruction based on varying levels of student development

Various learning styles/intelligences were addressed during instruction

Regularly and effectively analyzes assessment data to remediate students

Holds expectations that are appropriate for grade level

#### Accomplished:

- Identifies appropriate developmental levels of students and consistently and appropriately differentiates instruction
- Reviews and uses alternative resources or adapts existing resources to take advantage of student strengths or address weaknesses

Making use of alternative resources to improve instruction

Modifying instruction according to IEP's

Modifying instruction using ESL individual plans and strategies

Consistently using lesson plans that differentiate

Facilitates student learning on differentiated levels

Offers students opportunities to extend and stretch their strengths and weaknesses within different learning styles/intelligences

Utilizes center work as a method of differentiating student activity based on student performance level

**Distinguished:**

- Encourages and guides colleagues to adapt instruction to align with students' developmental levels
- Stays abreast of current research about learning and emerging resources and encourages the school to adopt or adapt them for the benefit of all students

Participating in grade level/team meetings to discuss differentiating instruction plans

Frequently sharing and collaborating with colleagues to more effectively differentiate

Promoting and encouraging differentiation among colleagues

Acknowledging and internalizing the need to differentiate based on student population diversity

Leading and conducting staff development on differentiated instruction

Coordinating cross grade/department planning for differentiation

Reading and sharing current research on differentiation strategies

Offering expertise in differentials at SIT meetings

**Standard 4: Teachers facilitate learning for their students****Element B: Teachers plan instruction appropriate for their students****Not Demonstrated:**

- Recognizes data sources important to planning instruction

Planning perfunctorily, inadequately, or not at all

**Developing:**

- Recognizes data sources important to planning instruction

Using disaggregated data to enhance instruction

Meeting regularly with mentor /colleagues /administrator to discuss lesson plans

Plans for instruction



**Proficient:**

- Uses a variety of data for short- and long-range planning of instruction
- Monitors and modifies instructional plans to enhance student learning

Utilizing data to create lesson plans

Interprets data, reflects and modifies instruction

Modifying lesson plans as needed to meet diverse student needs

Using EOC and EOG data to target specific objectives for emphasis

Utilizing feedback from other teachers as a source of data

Using informal assessments to determine when re-teaching is necessary

Using locally developed and commercial assessments to modify instruction.

Utilizes lesson plans for effective teaching

**Accomplished:**

- Monitors student performance and responds to individual learning needs in order to engage students in learning

Ensuring that students are actively engaged in classroom activities

Maintaining accurate records of students mastery of objectives

Using data to modify instruction for individuals and small groups

Using small temporary skills groups when appropriate to meet objectives

Monitors trends in student performance so as to identify strengths and weaknesses in individual students and modify instruction for each child

**Distinguished:**

- Monitors students performance and responds to cultural diversity and learning needs through the school improvement process

Incorporating SIP goals and classroom instruction

Focusing instruction to meet EOG/EOC goals as prescribed by the SIP plan

Aligning instruction to meet EOG/EOC goals

Modifying instruction appropriate for target groups identified in the SIP plan

Supports other teachers in the planning process

Informs instructional methods with current diversity based research

Planning always reflects and embraces cultural diversity and awareness

#### **Standard 4: Teachers facilitate learning for their students**

##### **Element C: Teachers use a variety of instructional materials**

###### Not Demonstrated:

- Demonstrates awareness of the variety of methods necessary to meet the needs of all students

Lecturing to the whole class more than necessary, often assigning students to work individually in workbooks or at seatwork without providing feedback for needy students

###### Developing

- Demonstrates awareness of the variety of methods necessary to meet the needs of all students

Using readily available technological tools to enhance instruction

Demonstrating awareness of students differing learning styles

Attends/ Accesses differentiation staff development

Indicates various learning styles/intelligences on lesson plans

###### Proficient:

- Demonstrates awareness or use of appropriate methods and materials necessary to meet the needs of all students

Using different methods and materials when individualizing instruction

Using lesson plans which reflect integration of technology and learning styles

Activating prior knowledge in students ( KWL charts)

Creating word walls for vocabulary development

Designing activities and lessons based on learning styles

Engaging students in high level thinking activities

Using cooperative learning activities and groups

Using graphic organizers to enhance instruction (Thinking Maps)

Teaching students the proper use of reference materials

Instructing students in information technology ( email, internet searches, on-line reference)

Effectively utilizes instructional strategies such as, cooperative learning

Multiple learning styles/intelligences were addressed during lesson

#### Accomplished:

- Ensures the success of all students through the selection and utilization of appropriate methods and materials

Focusing direct instruction to increase student scores on the EOC/EOG tests

Consistently modifying instruction to meet student needs

Designing lessons with varying activities for different learning styles

Engaging students in high level lessons such as Paideia, Socratic seminars, and literacy circles

Utilizing 21st Century skills in designing lessons

Requiring students to “think aloud” when explaining concepts

Teaching students to use and apply metacognitive reading skills when reading

Utilizes various instructional strategies that appeal to numerous learning styles/intelligences to insure student success

#### Distinguished:

- Stays abreast of emerging research areas and new and innovative materials and incorporates them into lesson plans and instructional strategies

Exploring and implementing new technology into lessons consistently ( white boards, blackboard, learning threads)

Attending professional development conferences and sessions and presents learned information to staff

Conducts staff development at the school site/district office concerning differentiation and student development

#### **Standard 4: Teachers facilitate learning for their students**

##### **Element D: Teachers integrate and utilize technology in their instruction**

###### Not Demonstrated:

- Assesses effective types of technology to use for instruction

Failing to model use of technology in class

Refusing to accept student work if submitted via technology

###### Developing:

- Assesses effective types of technology to use for instruction

Consulting with others on the best way to use technology in the classroom

Attending professional development on the use of technology in the classroom

Demonstrates awareness of technology available for class use

Occasionally utilizes technology during instruction

###### Proficient:

- Demonstrates knowledge of how to utilize technology in instruction

Sharing technology ideas with colleagues

Routinely using technology in lessons

Using internet, power point presentations, audio and video clips to enhance instruction

###### Accomplished:

- Integrates technology with instruction to maximize student learning

Using technology in the classroom

Assigning students to use Smart Boards in the classroom

Assigning students to use presentation software in the classroom

Engaging students in the use of subject dedicated software such as MDI, CAD, etc.

Utilizes technology on a daily basis and incorporates new and innovative technology. For example: Podcasts, Webinars, Photostory projects, Movie Maker

Student Work Examples demonstrate the utilization of technology

**Distinguished:**

- Provides evidence of student engagement in higher level thinking skills through the Integration of technology

Guiding and encouraging students to ask higher level questions during class discussions

Engaging students in the creation of websites o the 21st century issue

Engaging students in the use of the internet for displaying data / results from class activities

Teacher is seen as an expert by his/her peers, in the building, on the use of technology in the classroom

**Standard 4: Teachers facilitate learning for their students**

**Element E: Teachers help students develop critical thinking and problem solving skills**

**Not Demonstrated:**

- Understands the importance of developing students' critical-thinking and problem-solving skills

Teaching primarily for rote learning at low levels

**Developing:**

- Understands the importance of developing students' critical-thinking and problem-solving skills

Explaining to students skills necessary for 21st Century issues

Accesses/ Attends staff development on higher order thinking skills

Aware of need to include higher order thinking skills in lesson planning

Begins to include higher order thinking skills in lesson planning

Proficient:

- Demonstrates knowledge of processes needed to support students in acquiring critical thinking skills and problem-solving skills

Using appropriate questions to guide students in critical thinking

Modeling problem solving techniques in the class for students

Employing critical thinking questions in the classroom

Giving assignments that require students to use problem-solving skills

Attending training on critical thinking or problem solving instruction

Routinely utilizes higher order questioning skills when engaging students in dialogue

Routinely includes higher order thinking skills in lesson plans

Accomplished:

- Teaches students the processes needed to
  - Think creatively and critically
  - Develop and test innovative ideas
  - Synthesize knowledge
  - Draw conclusions
  - Exercise and communicate sound reasoning
  - Understand connections
  - Make complex choices
  - Frame, analyze, and solve problems

Requiring students to develop and test new ideas

Requiring students to draw conclusions

Engaging students in activities that require students to exercise and communicate sound reasoning

Requiring students to frame, analyze, and solve problems

Requiring students to make complex choices and synthesize knowledge

Requiring students to think creatively and critically

On a continual basis, the teacher's lessons incorporate numerous higher order thinking skills as well as critical thinking skills in questioning, activity, and assessment

**Distinguished:**

- Encourages and assists teachers throughout the school to integrate critical thinking and problem-solving skills into their instructional practices

Leading training for others on critical thinking

Involving individual students in leading or presenting classroom discussion

Routinely assigning students in teams for various activities

Assigning teams of students to develop possible solutions to solve real life problems

Participates in curriculum writing at regional and state level

**Standard 4: Teachers facilitate learning for their students**

**Element F: Teachers help students work in teams and develop leadership qualities.**

**Not Demonstrated:**

- Provides opportunities for cooperation, collaboration, and leadership through student learning teams

Failing to use groups for any student activities

**Developing:**

- Provides opportunities for cooperation, collaboration, and leadership through student learning teams

Using student leadership in the classroom to enhance instruction

Engaging students in learning teams

Has knowledge of learning teams

**Proficient:**

- Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership

Organizing student teams to provide leadership and diversity on each team

Organizing assignments that require teamwork to meet desired goals

Regularly utilizes teaming processes in a purposeful manner

Helps students build leadership skills through team work

Accomplished:

- Encourages students to create and manage learning teams

Developing and using rubrics that require student cooperation, collaboration, and leadership in teams

Students effectively create and manage their own learning teams

Distinguished:

- Fosters the development of student leadership and teamwork skills to be used beyond the classroom

Teaching and modeling team working skills

Providing feedback to students on cooperation, collaboration, and leadership on their team work

Conducts staff development on effectively using learning teams

## **Standard 4: Teachers facilitate learning for their students**

### **Element G: Teachers communicate effectively**

Not Demonstrated:

- Demonstrates the ability to effectively communicate with students
- Provides opportunities for student to articulate thoughts and ideas

Antagonizing or belittling students

Using sarcasm to discipline students

Using profanity in the classroom

Developing:

- Demonstrates the ability to effectively communicate with students
- Provides opportunities for students to articulate thoughts and ideas

Empathizing with students who lack good communication skills



Treating all students with respect

Allowing sufficient wait time for students to answer questions

Using visual and auditory communication techniques

Creates a classroom environment where all students' input is respected

Uses proper grammar when addressing students, parents, and fellow staff

#### Proficient:

- Uses a variety of methods for communication with all students
- Consistently encourages and supports students to articulate thoughts and Ideas clearly and effectively

Using a variety of whole, small, and individual projects

Incorporating student participation into lessons

Establishing a class climate of mutual respect

Encourages student input through a variety of processes

Instructs students how to effectively communicate their concerns and ideas

#### Accomplished:

- Creates a variety of methods to communicate with all students
- Establishes classroom practices which encourage all students to develop effective communication skills

Involving all students actively in lessons

Employing visual, auditory, and tactile means of communication

Involving reluctant learners by using effective questioning strategies

Routinely provides various differentiated opportunities for students to express their knowledge. Such as: blogging, signaling, plus/delta, issue bin, consensus taking

#### Distinguished:

- Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns
- Establishes school-wide and grade appropriate vehicles to encourage students throughout the school to develop effective communication skills

Creating a classroom atmosphere which allows students to work together intensively while maintaining respect for one another

Involving and encouraging students in extracurricular activities to help reinforce the values of cooperation and teamwork

Encouraging students' ownership for solving problems

Encouraging colleagues to use various communication techniques

Modeling communication skills for students and other staff

Plans alternative/ remedial lesson plans and has them available in case of students' misunderstandings of objectives

Leads staff development at school level or higher on literacy skills and effective communication

#### **Standard 4: Teachers facilitate learning for their students**

##### **Element H: Teachers use a variety of materials to assess what each student learned.**

###### Not Demonstrated:

- Uses indicators to monitor and evaluate student progress
- Assesses students in the attainment of 21<sup>st</sup> Century knowledge, skills, and Dispositions

Grading every assignment the same way

###### Developing:

- Uses indicators to monitor and evaluate student progress
- Assesses students in the attainment of 21<sup>st</sup> Century knowledge, skills, and dispositions

Focusing on appropriate indicators when monitoring/evaluating students

Showing awareness of 21<sup>st</sup> Century knowledge, skills, and dispositions

###### Proficient:

- Uses multiple indicators, both formative and summative, to monitor and evaluate student progress and to inform instruction
- Provides evidence that students attain 21<sup>st</sup> Century knowledge, skills, and dispositions

Using various means to evaluate students (oral, written, etc)

Using formative/summative indicators and benchmarks to evaluate students' progress

Students conduct student led conferences

#### Accomplished:

- Uses the information gained from the assessment activities to improve teaching practice and student learning
- Provides opportunities for students to assess themselves and others

Altering teaching style to meet student needs

Altering assessment methods to meet changing student needs

Making appropriate adjustments to instruction based on reflection and obstacles to learning

Ensuring that students understand class performance and how they can improve

Engaging students in peer evaluations

Allowing students to develop assessment tools

Uses multiple methods of assessment (Star reading, Accelerated math, TPRI, Benchmarks, etc) and utilizes the results to improve instruction through scaffolding, differentiation, etc

Students effectively perform peer editing

#### Distinguished:

- Teaches students and encourages them to use peer and self-assessment feedback to assess their own learning
- Encourages and guides colleagues to assess 21<sup>st</sup> Century skills, knowledge, and dispositions and to use the assessment information to adjust their instructional practice

Modeling 21st Century skills for colleagues

Leading colleagues in best practices research

Serving as formal and informal mentor for other staff

## **Standard 5: Teachers reflect on their practices**

### **Element A: Teachers analyze student learning**

#### Not Demonstrated:

- Recognizes the need to improve student learning in the classroom

Failing to make any adjustments or improvements to help students learn

Having test data in an unorganized and unusable fashion

Failing to monitor student progress

Using little or few resources to strengthen instructional program

#### Developing:

- Recognizes the need to improve student learning in the classroom.

Accurately recording and measuring student progress

Monitoring student progress toward learning goals and objectives

Monitoring student progress through frequent diagnostic evaluations

Being aware of state and local testing programs

Striving to help every student improve throughout the year

Knowing how to access testing data, and determine composite scores

Recognizing certain students have IEPs, PEPs, etc.

Being aware of instructional strategies

Verbalizes a concern for student performance

Identifies through data where students are not learning

#### Proficient:

- Provides ideas about what can be done to improve student learning in their classroom.

Ensuring all lessons are motivationally directed at making instruction meaningful

Monitoring student progress toward meeting/exceeding performance expectations

Preparing and presenting lessons that challenge learners to be all they can be

Providing clear performance expectations to students

Utilizing a variety of media and resources to strengthen instructional delivery

Devising ways to improve instruction

Planning lessons which align directly with the North Carolina Standard Course of Study

Individualizing instruction to meet the needs of his/her students

Sharing best practices within department/grade level

Using data to drive instruction

Maintaining data notebooks

Creating and utilizing student inventory/interest surveys to differentiate learning

Referring to previous EOG/EOC results to improve instruction

Attends professional development to improve instructional practice

Active and vocal member of PLC

#### Accomplished:

- Thinks systematically & critically about learning in their classroom: Why learning happens & what can be done to improve student achievement.

Ensuring students have a working knowledge of an instructional concept prior to leading into the next phase of instruction

Capitalizing on 'teaching moments' where learning is at a peak, and then pursues relevant experiences to foster growth

Demonstrating knowledge and acceptance of varying learning styles and abilities

Encouraging students to strive to excel academically as measured by test scores and classroom performance

Individualizing instruction to meet the needs of his/her students

Seeking new ways to improve instruction

Consistently and systematically evaluating self as instructional facilitator of their best practices

Using current research to enhance instruction

Comparing school wide and classroom best practices to their own in order to evaluate effectiveness of their instruction

Seeking feedback from all stakeholders (including students) to increase teacher effectiveness

Sharing best practices at the school level

Considering the individual needs of each student thru challenging, creative, and differentiated instructional strategies

Routinely changes instructional methods & strategies based on data analysis

#### Distinguished

- Provides a detailed analysis about what can be done to improve student learning and uses such analysis to adapt instructional practices and materials within the classroom and at the school level.

Analyzing instructional techniques throughout the year to determine successful strategies as measured by student success

Meeting with the principal and instructional supervisor to analyze test scores and develop diverse instructional plans to meet the individual needs of students

Using various assessment procedures to develop instruction

Conducting applied research projects in classroom/grade level to evaluate results to adapt instructional practices

Presenting best practices at local, state, and national level

Modeling teachers who reflect on every aspect of teaching and learning

Serving as a model classroom for the district

Analysis of many data sources followed by effective long range lesson and curriculum planning in own classroom and throughout school

### **Standard 5: Teachers reflect on their practice**

## **Element B: Teachers link professional growth to their professional goals**

### Not Demonstrated

- Understands the importance of professional development

Failing to attend professional development sessions

Inconsistently implementing professional development

Demonstrating concern only for the classroom

### Developing

- Understands the importance of professional development.

Constantly pursuing relevant experiences to foster growth

Discussing with co-workers the importance and value of professional development activities

Discussing with school administrators how recently completed professional development activities have fostered personal/professional growth

Understanding requirements for licensure renewal via continuing education credits

Seeking out professional development activities to foster growth

Creates a PDP with detailed professional development strategies to support growth

### Proficient:

- Participate in professional development aligned with professional goals.

Seeking out professional development activities that foster growth

Linking PDP to standards and growth

Attending, implementing, and sharing professional development information at department/grade level and staff meetings

Demonstrating concern for school achievement

Seeks advanced degrees and/or certifications

### Accomplished

- Participates in professional development activities aligned with goals and student needs.

Participating in professional development activities focusing on helping students think critically so as to gain deeper understanding of concepts

Participating in professional development activities that enhance student achievement, growth, and performance

Participating in professional development activities that helps the teacher develop creative instructional strategies to challenge students

Linking professional development to standards, growth, and school wide needs

Becoming a train-the-trainer at district level

Demonstrating concern for student achievement at the district and state level

Staying abreast of information at the state/national level

#### Distinguished

- Applies and implements knowledge and skills attained from professional development consistent with its intent.

Designing lessons that include a variety of resources discovered at recent professional development activities

Incorporating new ideas from professional development activities into lesson plans

Attending professional development training on new initiatives as recommended by administrators

Conducting professional development training for colleagues as needed

Linking professional development to standards growth, district, and school goals

Participating in decision making and research studies at the state and/or national level

### **Standard 5: Teachers reflect on their practice**

#### **Element C: Teachers function effectively in a complex, dynamic environment**

##### Not Demonstrated:

- Is knowledgeable of current research-based approaches of teaching and learning

Ignoring research based teaching methods



### Developing

- Is knowledgeable of current research-based approaches of teaching and learning.

Staying abreast of current curriculum research and instructional practices

Designing lessons using research data

Meeting with colleagues and administrators to discuss recent research

Demonstrating basic knowledge and vocabulary, engaging in conversation about current initiatives/research practices

### Proficient

- Considers and uses a variety of research-based approaches to improve teaching and learning.

:

Constantly employing new techniques and strategies in daily lesson plans

Using multiple teaching styles during every lesson

Applying the research and analyzing the outcome of research on student achievement in the school

Seeking to build/enhance a professional library in the school

Adapting to changing practices, new ideas, and initiatives

### Accomplished

- Actively investigates and considers alternative research-based approaches to improve teaching and learning, and uses such approaches as appropriate.

Participating in multiple professional development activities related to the same instructional/curriculum issue

Utilizing a variety of instructional strategies to challenge students

Experimenting with different techniques as specified by current research to improve instruction

Meeting with parents to discuss/explore ways to help students learn

Investigating and considering alternative research to impact student learning in the school

Demonstrating the ability to filter research practices at the school level

Demonstrating that he/she is a change agent – practicing, providing feedback, and affecting overall climate of the school

Modifying instruction to meet student needs

Distinguished:

- Adapts professional practice based on data, and evaluates impact on student learning.

Completing and revising instruction based on evaluation and diagnosis of data

Maintaining various methods of evaluation to record and monitor student progress

Sharing data used to make instructional decisions with students, parents, colleagues, and administrators

Adapting research studies to meet the needs of student learning across the district and/or state

Understanding and initiating the need for research, and is a model as an innovator, implementer and evaluator, and then shares outcomes with school and district

Adapting professional development based on data, and evaluates which impacts student learning